

WorkFirst High Performance Bonus

Innovative Project

2002 Nomination Form

Name of project (use separate form for each nomination): **BASIC LIFE SKILLS**

Local Planning Area: **SNOHOMISH AND SOUTH SNOHOMISH COUNTY**

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Project period (only projects operating between July 1, 2001 and June 30, 2002 will be considered):

July 1, 2001 through June 30, 2002

An interagency committee with state and local participation will review your nomination. Please keep your submission to 3 pages of narrative -- the nomination packet must not exceed 3 pages of narrative plus the signature page. Let us know if additional materials, such as marketing tools, newspaper clippings, evaluations, etc. are available upon request. We may request this information before making a final decision on the bonus.

1.	<p>Describe your project. (This section will be scored as 25% of the total points awarded.) You may want to include:</p> <ul style="list-style-type: none"> How does this project relate to the WorkFirst performance measures? <p>This project was specifically developed to help WorkFirst customers become immediately involved with Pre-employment training, gain skills, complete training, and start work at a good wage.</p> <ul style="list-style-type: none"> How many persons were served during SFY2002? Please list TANF and low-income persons separately. <p>EVERETT Community College</p> <p>TOTAL (9 BLS/PET Classes in Customer Service Representative and Office Skills/Banking and Finance)</p> <table style="width: 100%; border: none;"> <tr> <td>114 TANF enrolled</td> <td>93 Completed</td> <td style="text-align: right;"><i>(Detailed Employment Data available upon request)</i></td> </tr> <tr> <td>8 Low Income enrolled</td> <td>5 Completed</td> <td></td> </tr> </table> <p>Customer Service Representative – ATTC- (3 classes: Fall, Winter, Spring)</p> <table style="width: 100%; border: none;"> <tr> <td>40 TANF enrolled</td> <td>30 Completed</td> </tr> <tr> <td>4 Low Income enrolled</td> <td>3 completed</td> </tr> </table> <p>Customer Service Representative – Monroe (3 classes: Fall, Winter, Spring)</p> <table style="width: 100%; border: none;"> <tr> <td>34 TANF Enrolled</td> <td>29 completed</td> </tr> <tr> <td>0 Low Income</td> <td></td> </tr> </table> <p>Office Skills/Banking & Finance –ATTC (3 classes: Fall, Winter, Spring)</p> <table style="width: 100%; border: none;"> <tr> <td>40 TANF enrolled</td> <td>34 Completed</td> </tr> <tr> <td>4 Low Income</td> <td>2 Completed</td> </tr> </table> <p>EDMONDS Community College</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;">Medical Office</th> <th style="text-align: left;">Quarter</th> <th style="text-align: left;">#Enrolled</th> <th style="text-align: left;">#Completed</th> <th style="text-align: left;">#Placed</th> </tr> </thead> <tbody> <tr> <td>TANF</td> <td>Fall 2001</td> <td>12</td> <td>9</td> <td>5</td> </tr> <tr> <td>Low Income</td> <td>Fall 2001</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>TANF</td> <td>Winter 2002</td> <td>10</td> <td>6</td> <td>5</td> </tr> <tr> <td>Low Income</td> <td>Winter 2002</td> <td>6</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> If known, what was the cost per person served including operating and administrative costs? <p>Edmonds Community College:</p> <p>Total Cost of Medical Office Program (including BLS) per student = \$4,059 (including operating and administrative costs)</p> <p>Approximate separate BLS cost per student = \$704 (includes only lab rental fee plus additional instructor costs)</p> <ul style="list-style-type: none"> What TANF purpose does this project address? <p>End the dependence of needy parents on government benefits by promoting job preparation and work.</p>	114 TANF enrolled	93 Completed	<i>(Detailed Employment Data available upon request)</i>	8 Low Income enrolled	5 Completed		40 TANF enrolled	30 Completed	4 Low Income enrolled	3 completed	34 TANF Enrolled	29 completed	0 Low Income		40 TANF enrolled	34 Completed	4 Low Income	2 Completed	Medical Office	Quarter	#Enrolled	#Completed	#Placed	TANF	Fall 2001	12	9	5	Low Income	Fall 2001	3	3	3	TANF	Winter 2002	10	6	5	Low Income	Winter 2002	6	5	5
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2.	<p>What makes this project innovative? (This section will be scored as 50% of the total points awarded.) You may want to include:</p> <ul style="list-style-type: none"> What need was addressed and for what population? How was the project designed? 																																											

	<ul style="list-style-type: none"> • What impact was desired? • Was there a client focus? Employer focus? • What has been learned? • Did this project simplify the program or its operations? • How did you measure the success of this project?
	<p>Prior to June 2001 the only activity to keep TANF customers engaged who were going into pre-employment training was Job Search. Recruitment for pre-employment training usually began about 5 weeks before the actual training. Selected customers waited an average of 3 to 4 weeks before the actual training began. The job search requirements and prescribed activities created compromise and confusion for people waiting to go into training because they were not looking for work during this time. Keeping a person in job search activities was not working out well. Many people changed their mind during this “waiting” period, creating a large drop out rate even before class started. Last minute recruitment often had to be rushed to get the class to a cost effective size creating many class postponements, causing even a longer wait before people were able to start class.</p> <p>The Snohomish County Pre-employment Training Consortium members researched the problem, discussed the issue and addressed possible solutions during their monthly meetings. This group developed a proposal and received support from both South Snohomish and Snohomish County Local Planning Areas and the State Board for Community and Technical Colleges to incorporate Basic Skills/Basic Life Skills (BLS) into Everett and Edmonds Community College Pre-Employment Training contracts.</p> <p>The concept behind BLS was to have an open entry activity meaningful to the person during the recruitment referral phase of pre-employment training. An activity they could work on while waiting for the pre-employment skills training part to begin that was unique to the person to better prepare them for pre-employment training and employment. Both colleges initially utilized individualized computer programs to provide an open ended self paced instructor supported atmosphere where a person could increase their math/reading/comprehension skills, at the same time the instructor was supporting appropriate work type behavior. The result provided what we were seeking, full classes that started on time. The majority of people entering BLS were TANF. Recruitment and referrals began 5 weeks before class began and continued until the class maximum was reached. The BLS allowed for open recruitment to provide greater opportunity to get into training for new and existing customers in WorkFirst job search activities. If more people were interested in getting into the class a back-up list was developed. As people were selected they would begin the BLS activity. They would stay in BLS until the pre-employment training began. If there were any dropouts replacements were selected from the back-up list. People knew this was a one-time chance and that others were waiting to take their place if they dropped out. Besides having full classes that started on time there were several unanticipated side benefits:</p> <ul style="list-style-type: none"> ▪ Many continued on in training to complete their GED; ▪ Focusing on Life Skills helped many to stabilize living situations before they began PET; ▪ The focus on Life Skills in BLS, supported throughout the PET, increased work ethics valued by area businesses: attendance; timeliness; appropriate behavior, etc. ▪ Focusing on Basic Skills provided a person with more preparation for skills training so they began training at a higher level than if they went directly into training; ▪ The BLS helped get academic issues identified and addressed before skills training so people were better able to focus on learning new skills; ▪ BLS helped establish team work quicker; and it increased acceptance in new people entering a team at different times and how to adapt to new members; ▪ Instead of dealing with past issues in PET, current issues became their focus; ▪ Because a lot of issues were worked out in BLS the PET produced increased class retention and a higher quality of technical skills; ▪ Many people left dysfunctional relationships as a result of BLS/PET. <p>Edmonds Community College observed:</p> <ul style="list-style-type: none"> ▪ Medical Office BLS is 6 hours per day for four weeks. This time is used to establish a strict attendance policy, work out the childcare issues, introduce soft skills and to gain computer literacy. ▪ There is a marked retention!. If there are attendance, behavioral, or learning problems, they tend to come out in those four weeks. Since our program is based on industry hiring/retention standards, not everyone automatically "graduates" from the BLS to the "hard skills" in medical office. Each student is evaluated at the end of four weeks. Some folks have not been able to bring their skill levels up and are referred to ABE programs on campus. They are encouraged to reapply to the program later. Other folks have attendance or behavioral problems that need to be worked on before they are accepted to the hard

	<p>skills.</p> <ul style="list-style-type: none"> Beginning this program year 2002, Edmonds CC students are given the Casas test during assessment. The industry hiring standards are 10th grade Reading and 8th grade Math. With the BLS component, we are able to take students who are approximately 9th grade reading and 6th or 7th grade math. Almost all are able to make significant improvements in scores. For the students who were accepted into the program in 2001/02, the average reading grade was 9.83 and the math was 8.32 (low score 5th grade, high score 12th grade). However, the students who were not accepted had comparable reading grades (grade 9.10) but significantly lower math (average grade 6.75). Many students are referred to ABE to bring up their math scores before applying again. There is a marked improvement in clients obtaining and keeping a job once they have attended the BLS! Currently, our placement rate is between 75% and 80% employment within 90 days. The largest block to these clients is low math, poor English composition, and undiagnosed learning disabilities. Most students seem to test fairly well in reading. <p>Everett Community College observed:</p> <ul style="list-style-type: none"> Student have ranged from a 3rd grade to 2 years in college education. More than half of the students who entered without a GED earned it while in our program. Students have fallen between levels 2 - 6 in Adult Basic Ed levels. Most of our students have at least average intelligence. Some have problems in reading. Strategies to help overcome reading difficulties are reviewed along with skills to improve reading and comprehension. Many are challenged in Math but most are able to progress through much of the Math materials. Academics do not provide the major blocks with our students. The major blocks are: ·Using drugs or being tied to a drug dependent partner; Emotional instability; Unstable family relationships that drag the students down; and, poor attitudes that become part of the student's personality. While in BLS all students have opportunity to master long division, decimals, percents, writing in complete sentences, writing complete paragraphs, writing essays, improve their reading, use the Internet, write and type letters, identify their personal strengths, discover their learning style, explore coping with mistakes and failures, prioritize relationships, identify and take care of their support network, and improve relationships. BLS prepares them for the CJST and the work place.
3.	<p>Partnerships. (This section will be scored as 25% of the total points awarded.) You may want to include:</p> <ul style="list-style-type: none"> What partners were involved in the design of this project? The Snohomish County Pre-employment Training Consortium membership is made up of representation from: Snohomish County Employment Security Department, WorkFirst; Department of Social and Health Services, Community Service offices; Everett and Edmonds Community College and several other surrounding area colleges. (membership list available upon request) What partners supported this program in ways that contributed to its success? Pre-employment Training Consortium members, Snohomish County and South Snohomish County Local Planning Area members. (membership list available upon request) Did you bring in new partners for this project? No, a strong partnership in our area already existed. Did you add new resources—funds, person power, other-in-kind contributions? Yes, the Colleges enhanced the BLS with Adult Basic Education instructors Did this project strengthen existing partnerships? Yes. Because of the success of the BLS/PET (now known as Customized Job Skills Training (BLS/CJST)) Smokey Point is interested in having a BLS/CJST located in North Snohomish County.

Are additional materials available upon request? ☒ Yes ☐ No

Membership lists, GED completers, Detailed Employment Information on graduates, Marketing Matrix, Planning Grid
Please email this form and mail or FAX an additional page with the signatures of the mandatory partners in your Local Planning Area. All partners must agree to nominate this project.

Nominations are due by 5:00 p.m., Tuesday, October 15, 2002 to:

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